

A close-up, profile view of a woman with long, wavy brown hair, looking out of a window. The lighting is soft and warm, coming from the window, creating a contemplative mood. The background is blurred, showing what appears to be a window frame and some indoor plants.

# **Best Practice for Behind the Wheel Instruction**

**By  
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Teacher  
Tigard High School  
Tigard, Oregon**

# **and Building the Effective Drive Route**

# So What is Best Practice in Behind the Wheel Instruction?





**Behind the  
Wheel  
Instruction  
Should Be  
Purposeful and  
Objective Driven**



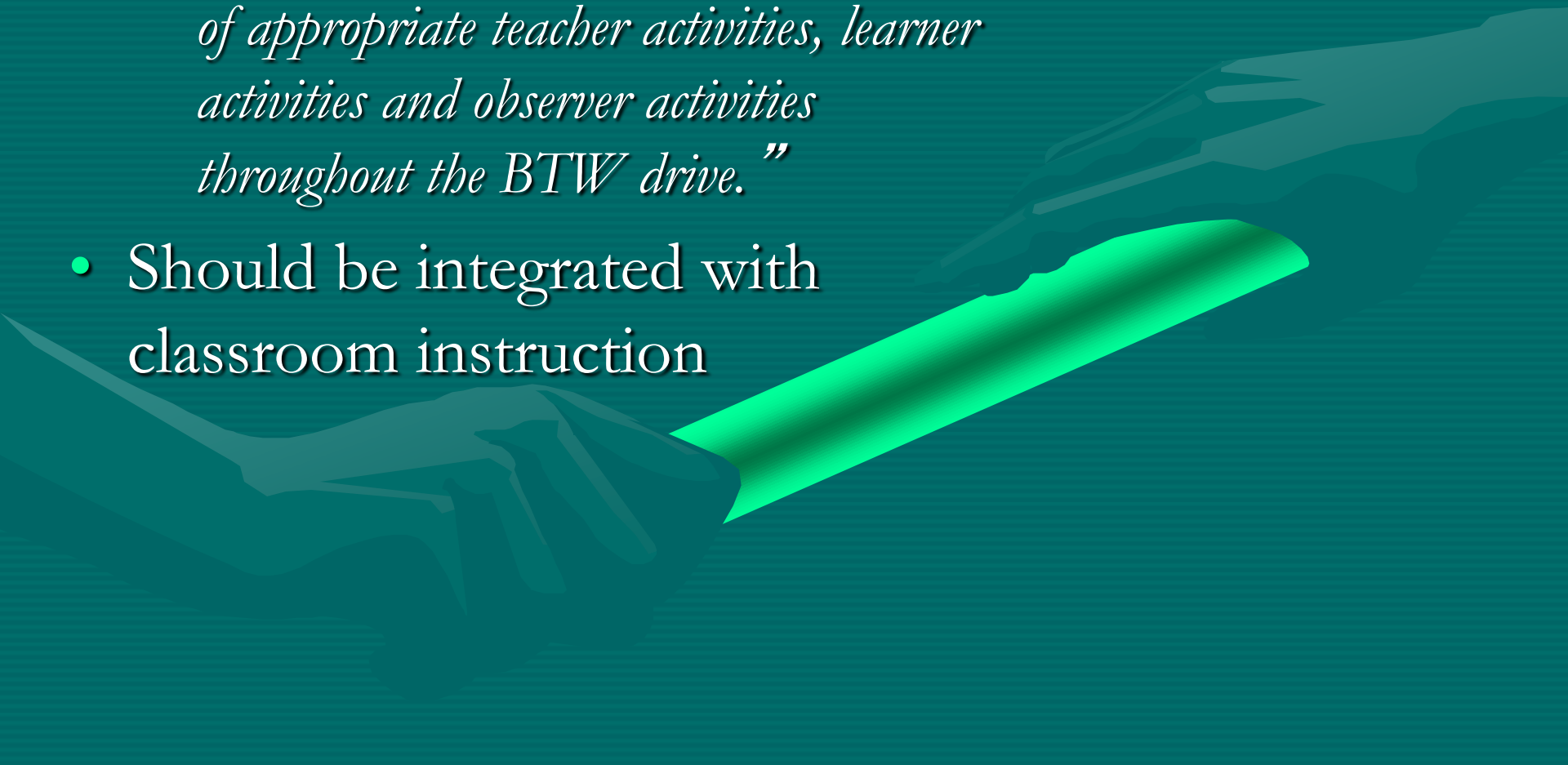
# BTW Instruction

- Should have lesson plan
- Should have a drive route

... with clearly identified objectives and expected driver behaviors

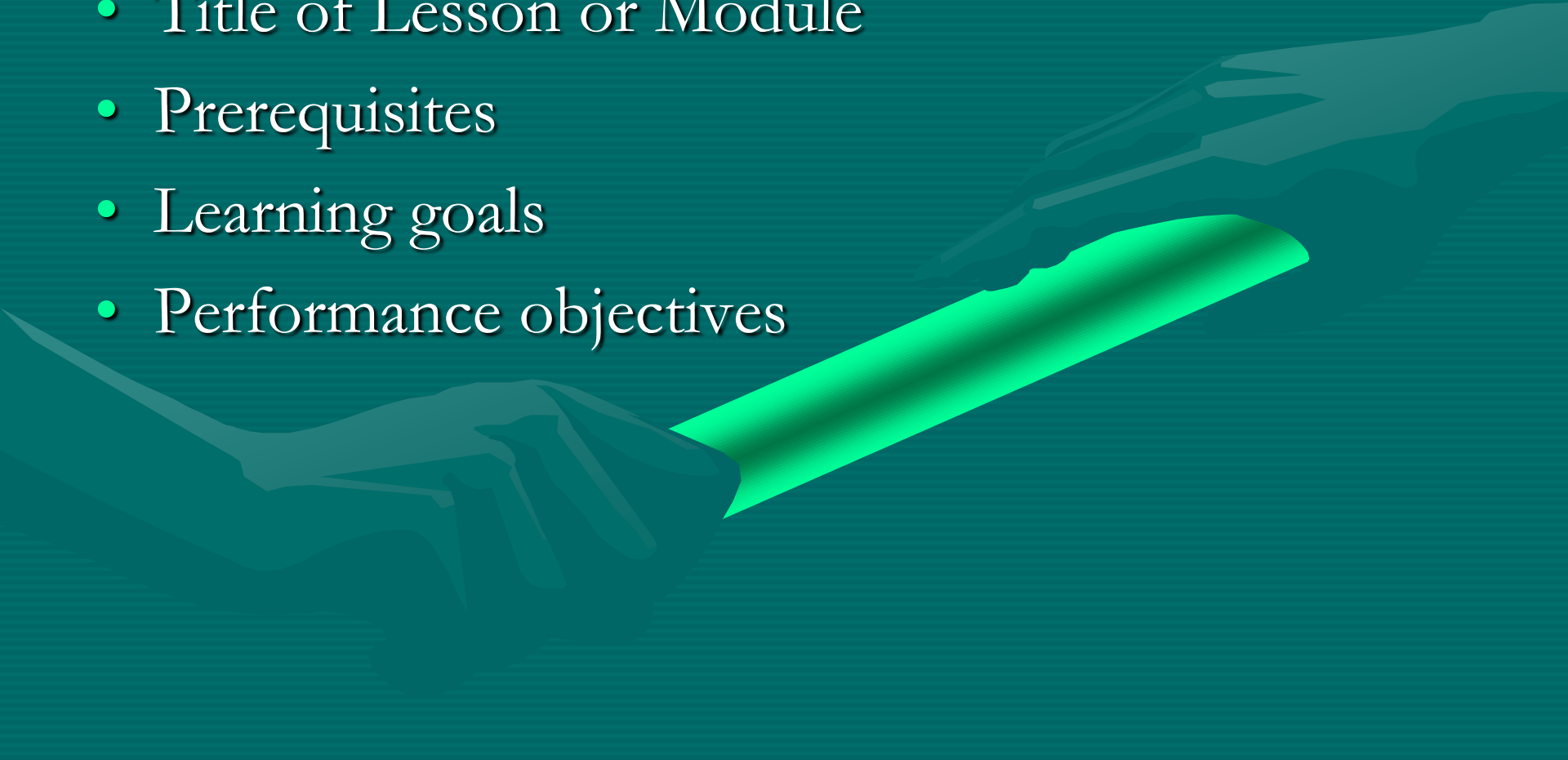
– *“A lesson plan leads to the development of appropriate teacher activities, learner activities and observer activities throughout the BTW drive.”*

- Should be integrated with classroom instruction

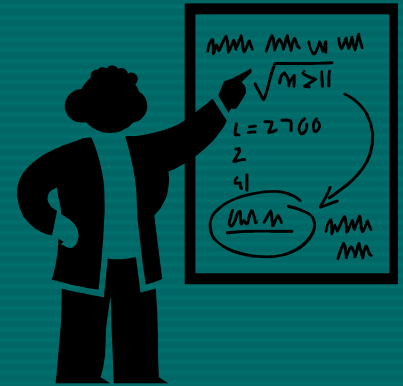


# The Lesson Plan

- Name
- Title of Lesson or Module
- Prerequisites
- Learning goals
- Performance objectives



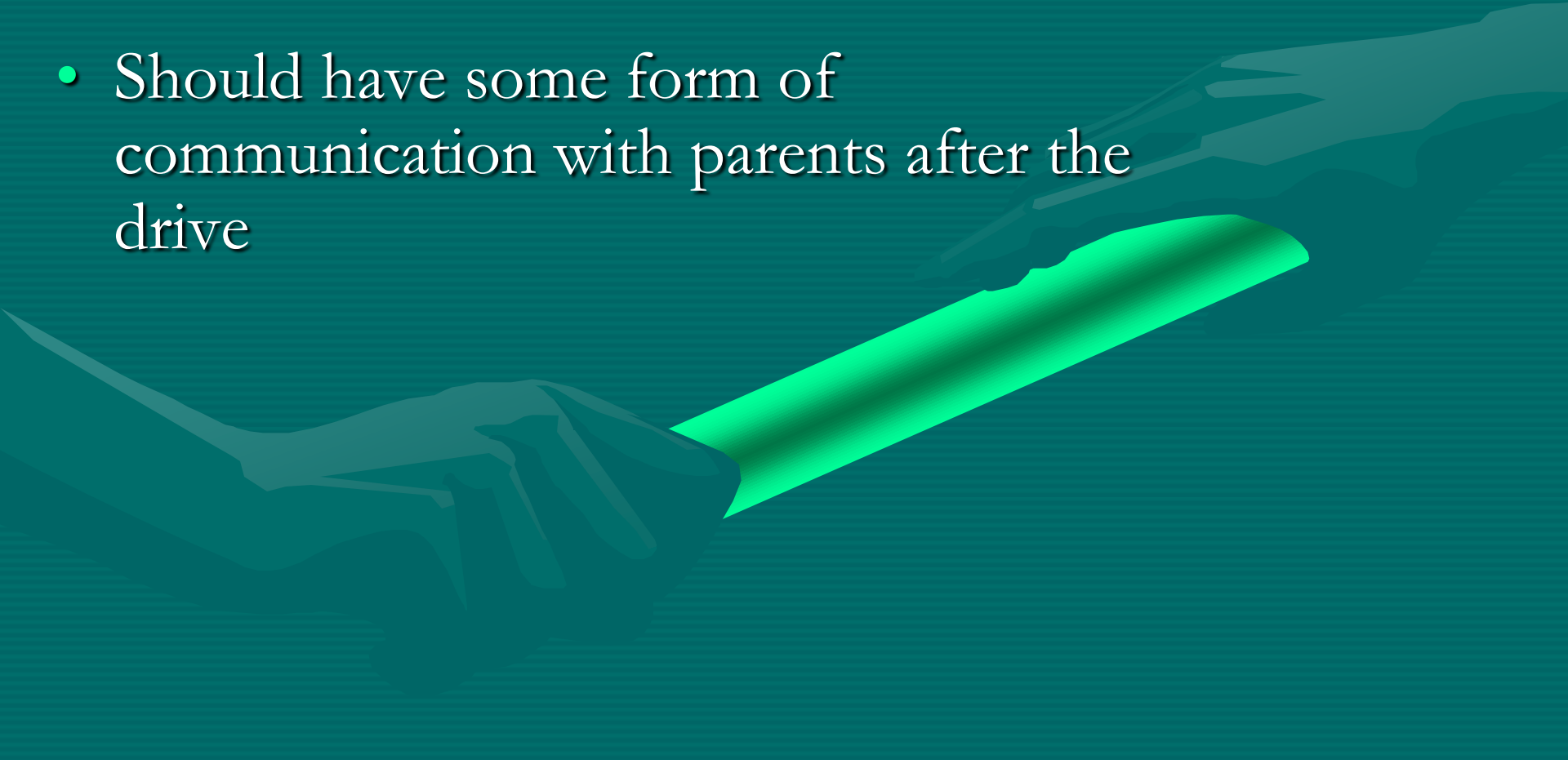
# Student Teacher Activities



- **Teacher activities**
  - What does the teacher need to do for the learner to be able to receive the content?
- **Student activities**
  - The tasks and skills that the student needs to successfully perform in order to accomplish the lesson
- **Student Observer Activities**
  - Tasks and observations that students in the back seat do to satisfy the “observe” requirement.



- Should have a route plan based on the objectives with multiple opportunities to practice the behavior and demonstrate mastery
- Should have some form of communication with parents after the drive





# Purpose cont.

## A Route Plan:

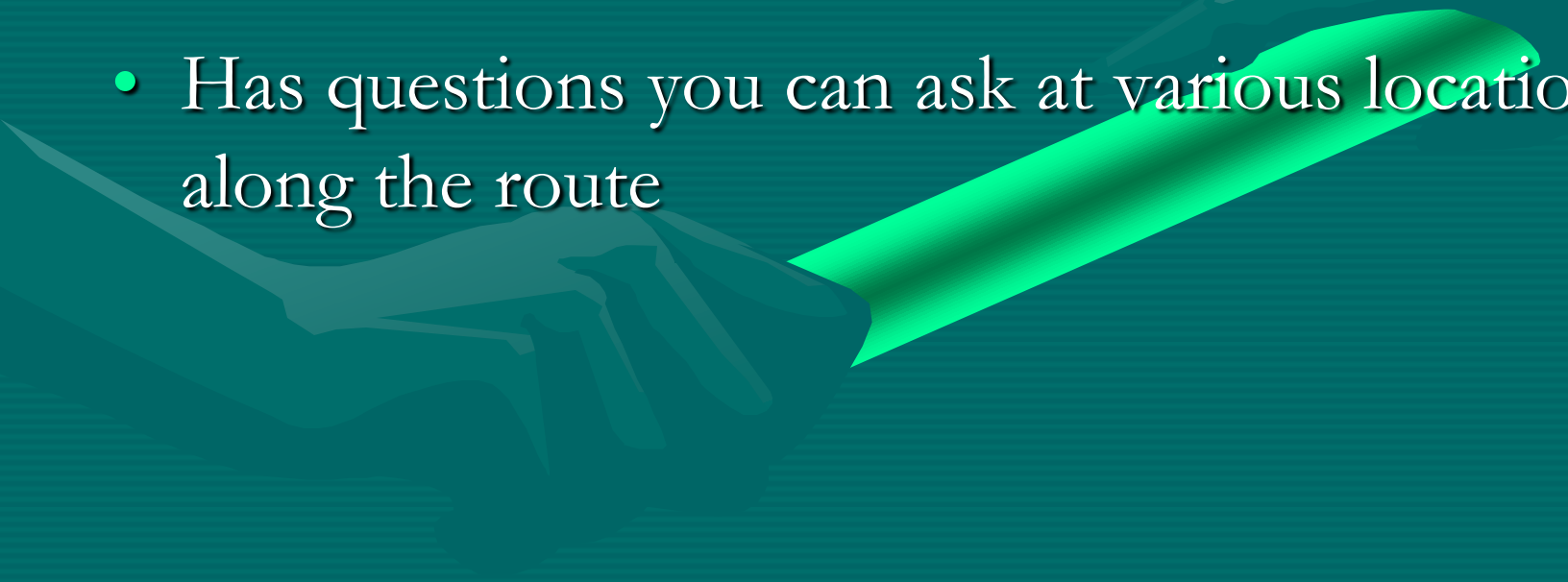
- Allows for transfer of lessons from one instructor to the next
- Gives consistency of instruction
- Clarifies instruction
- Insures that transfer happens between the classroom and the BTW lesson

# Purpose


## A Route Plan:


- Allows instruction to move from procedure to process
- Allows instruction to go from simple to complex
- Prescribes discreet locations to observe and evaluate specific behaviors
- Provides opportunities to repeat behaviors as needed

# Characteristics of a Good Drive Route Plan

- Developed from a lesson plan that integrates classroom learning with BTW learning
  - Has measurable objectives with clearly defined behaviors at distinct locations
  - Has questions you can ask at various locations along the route
- 
- A hand is shown holding a glowing green scroll that extends diagonally across the lower right portion of the slide. The background is a dark teal color with faint, stylized mountain silhouettes.

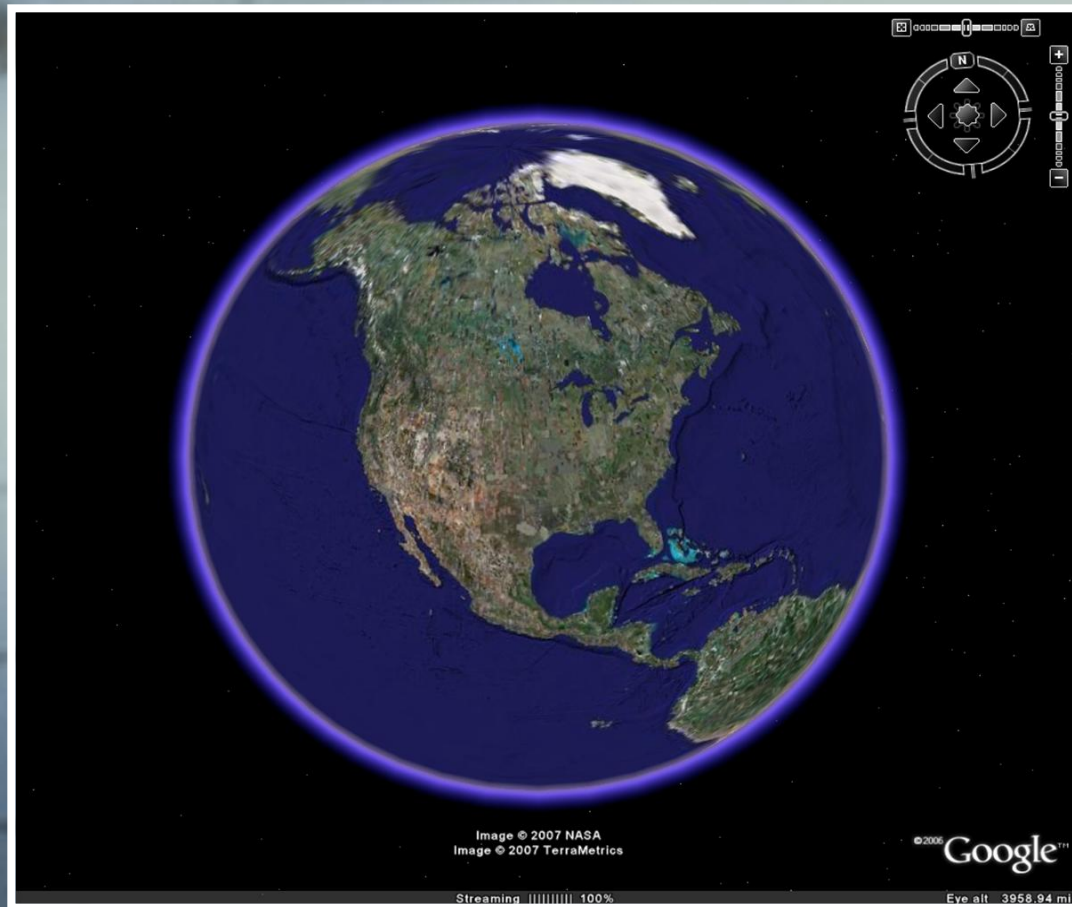
# Characteristics of a Good Drive Route Continued

- Has multiple opportunities to perform, observe, evaluate and correct the behavior as needed
  - Is not so convoluted that one gets distracted or lost during the BTW lesson
  - Is easy to read and follow
  - Has opportunities for back seat observers
- 
- A hand holding a glowing green baton, positioned diagonally across the lower right portion of the slide. The baton has a bright green, glowing tip and a darker green, textured body. The hand is rendered in a dark, semi-transparent style, appearing to hold the baton from the left.

A close-up, slightly blurred view of the spiral binding of a notebook, showing the metal or plastic rings and the dark cover of the notebook.

# **BTW Should Be Connected to Learning in the Classroom**

# Building the Drive Route Using Google Earth





# Required Tools



- ✦ Lesson Plan
  - ✦ Module Learning Goals & Key Behaviors
- ✦ Computer with Internet access
- ✦ Google Earth Software downloaded and installed—Free from Google
- ✦ Ability to use the computer and Internet
- ✦ A good friend who might be able to help if you don't know how to do any of the above

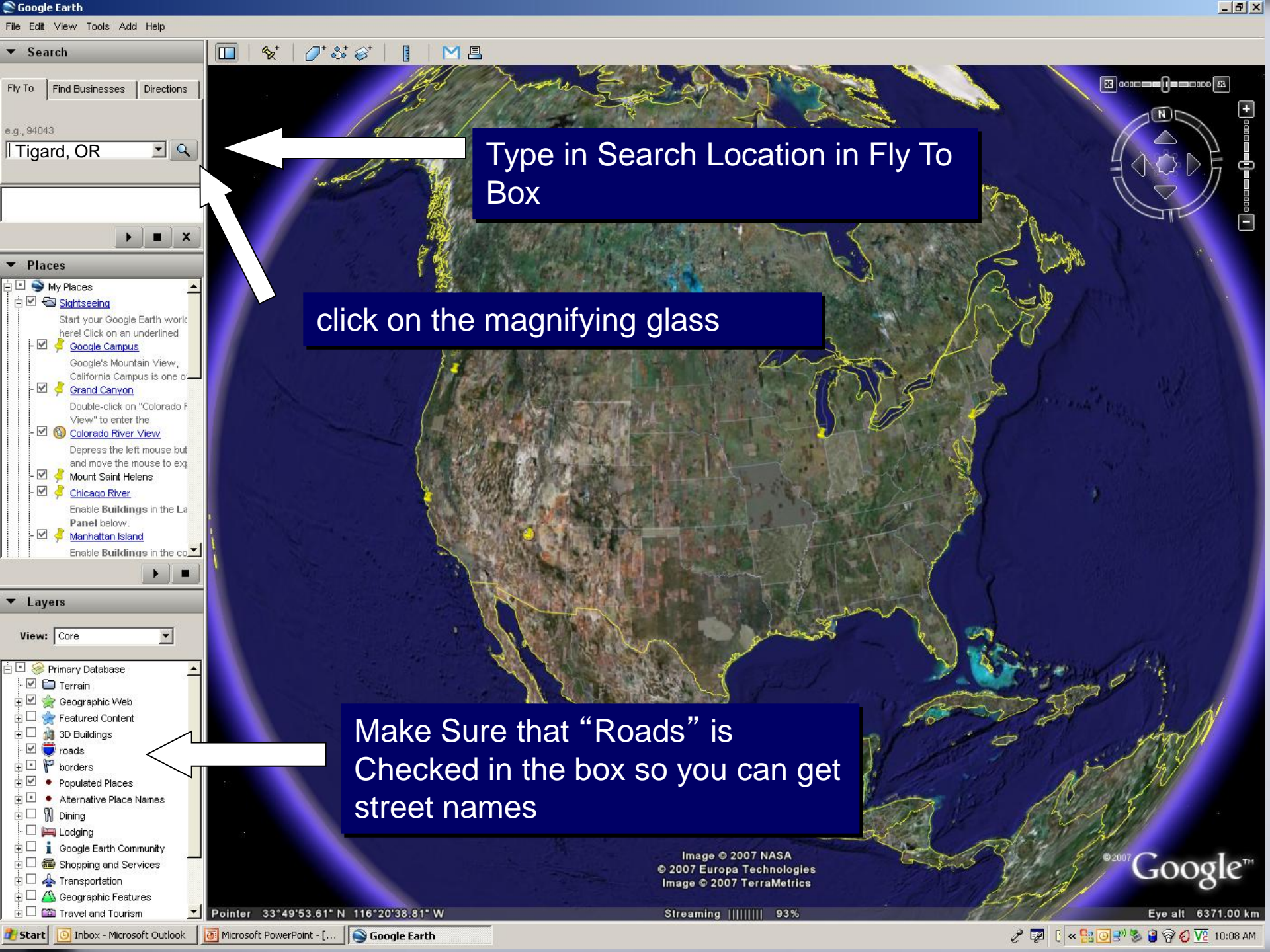


# How to Get Started



- ✦ Download and install Google Earth
- ✦ Launch program and type in location in search frame
- ✦ Make sure to click the Roads button in the layers section on the left
- ✦ Then click on the magnifying glass next to the location you typed in





Type in Search Location in Fly To Box

click on the magnifying glass

Make Sure that "Roads" is Checked in the box so you can get street names





# What to do with the Map

Now that you have the map and geography of the area, begin mapping out a route that meets your lesson objectives.

Take into consideration that some streets may be one way, dead ends, or pose a dynamic or static traffic hazard.

# Using the Tilt Feature

Using the controls on the top of the control box, tilt the screen to get LOS-POT insights for your route.





# Rotating the Map

- Go back to the controls, and notice the compass rose in the controls.
- Left click and hold on the Capital N on the compass rotate the dial.
- Notice that the picture rotates in any direction you rotate the compass.



# **Explore the Area & Generate Your Route**

**Make sure you drive your route  
after you have generated it!!!!!!**



**Open both the  
Driving Routes  
Template.doc**



Route Plan		Sheet #	In-Car Route Plan #
School System _____		(Suggestion: print the first sheet of each route plan on colored paper, others on white.)	
Instructor _____		Route Name _____	
Drive Route	Objective	Key Behaviors	

**and the  
Behavioral  
Patterns.doc files  
from the CD or  
downloaded from  
the osteia.org  
website.**



Module 1 Behavioral Patterns for In-Car Route Plans			
1.1 Getting Ready to Drive 1. While approaching car	1. Have keys in hand 2. Look under the car 3. Look at & around car	1.3 Moving and Stopping 3. Acceleration Control	1. Idle speed movement 2. Press gas smoothly 3. Keep steady speed 4. Increase speed 5. Decelerate gradually
1.1 Getting Ready to Drive 2. Before opening the door	1. Look inside the car 2. Control door swing	1.3 Moving and Stopping 4. Braking Control	1. Feel braking point 2. Constant pressure 3. Normal smooth stop 4. Hard smooth stop 5. ABS braking
1.1 Getting Ready to Drive 3. After entering the car	1. Lock the doors 2. Head restraint to ears 3. Adjust seat 4. Check, adjust mirrors 5. Safety belts on all	1.4 On-Target, Off-Target 1. On-Target, off-target	1. Selection of target 2. Use of central vision 3. Use of fringe vision 4. Aiming for targets
1.2 Starting Engine 1. Starting the Engine	1. Parking brake on 2. Insert key 3. Shift should be in "P" 4. Twist key	1.4 On-Target, Off-Target 1. On-Target, off-target	5. Looking into Turns 6. Use of steering wheel 7. Recovery of steering 8. Gas and brake pedals
1.2 Orientation	1. Place hands correctly 2. Use directional signal		



(Suggestion: print the first sheet of each route plan on colored paper, others on white.)

Instructor \_\_\_\_\_ Route Name \_\_\_\_\_

[illegible]

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<b>1.2</b> 2. Orientation	1. Place hands correctly 2. Use directional signal		



Should Be  
Spread-Out Over  
a Period of  
Several Weeks



Should Involve Everybody in the  
Car

# Back Seat Observer Activities

- Should be directly connected to the lesson
- Objective specific
- Noted in your lesson plan and indicated on your route plan
- Should be varied in style and format
- Should be engaging
- Should be an element of every drive

# Teamwork



Should be Structured to Go From  
the Simple to Complex

Procedure to process



# Objectives

- Discuss the rationale for having a drive route
- Identify the necessary elements of a quality driver route
- Examine the tools you will need to develop good driver routes
- Practice using the tools to build a drive route

# Getting Ready To Drive

- Pre-drive checklist
  - What are you going to do before the student starts the car?
  - What do you do before the drive?



Describe  
Driving  
Environment

Describe the  
Expected  
Behaviors

Connect  
Current  
Learning  
with  
Previous  
Learning

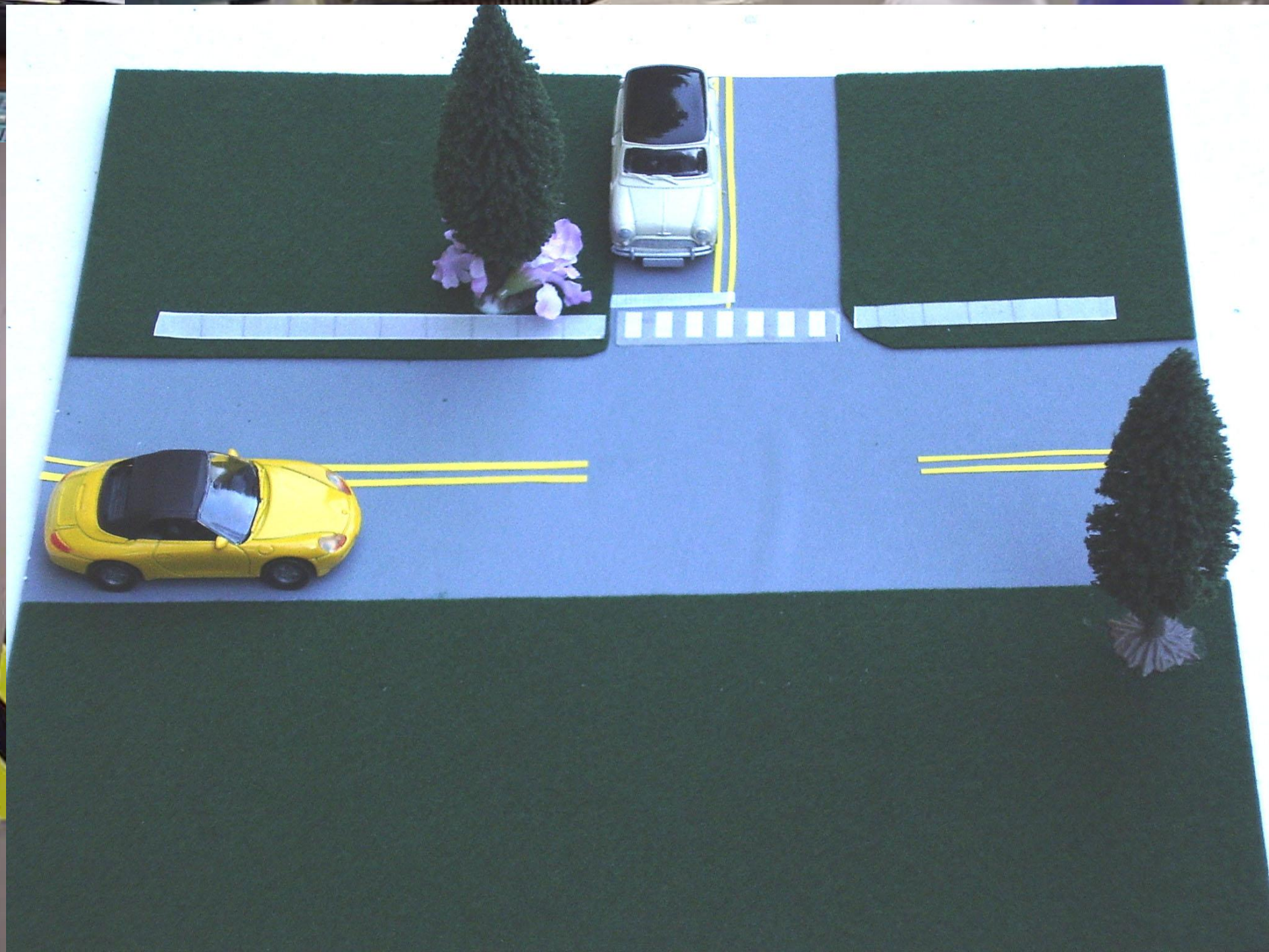
Identify the  
Objectives

**Before the student turns the key**

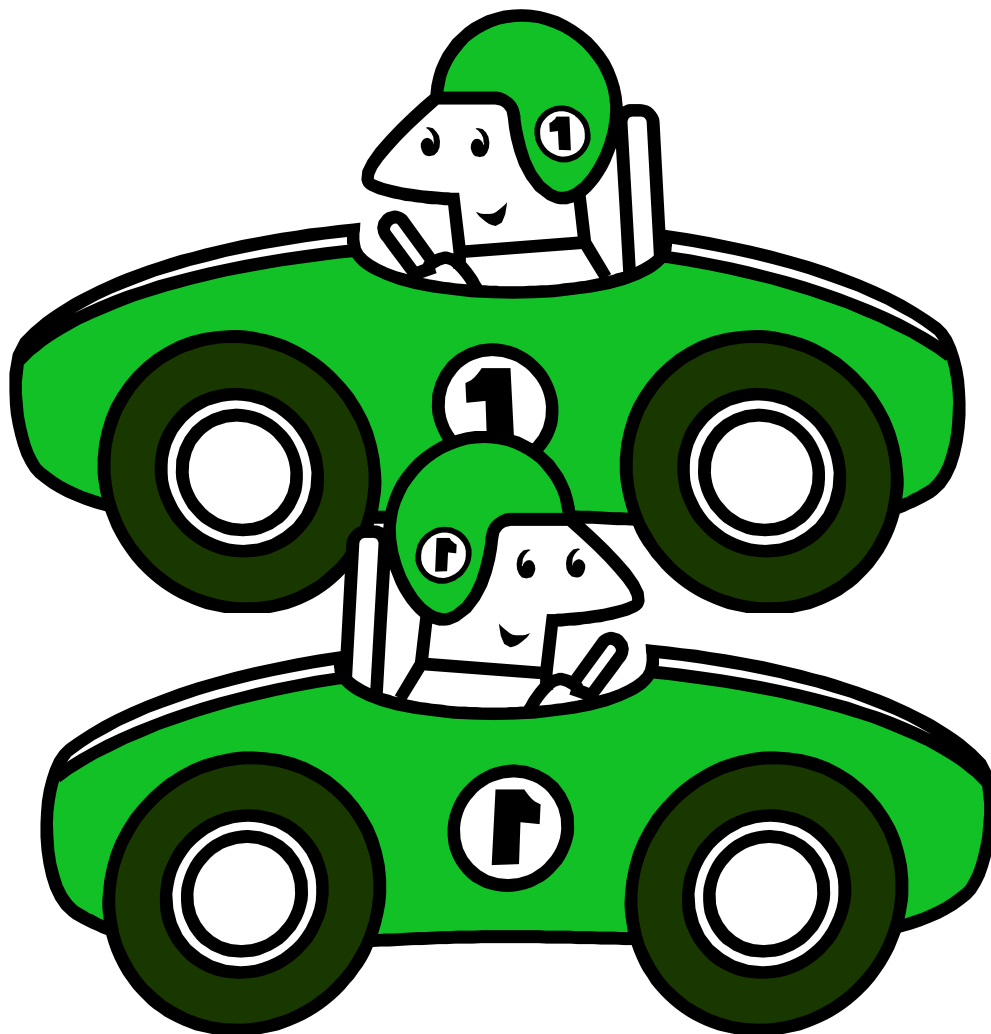


# **Should Have a Pre-Drive Introduction**





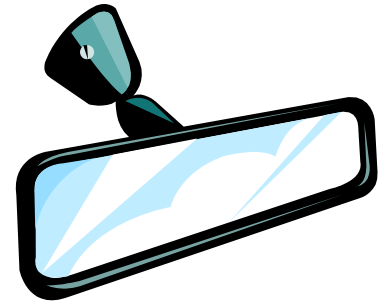
# Instructor Alertness



# **Instructor Seating Position**

## **✓ Relaxed position of alertness**

- ✓ Looking forward, keeping student in view peripherally**
- ✓ Use of “eye check” mirror (if available)**
- ✓ Use of rearview mirror**
- ✓ Seatbelt in proper position (low across hips)**
- ✓ Head restraint properly adjusted**



- ✓ Left hand should be in a position of immediate access to the steering wheel**
- ✓ Right or left foot positioned beside dual brake**



# Coach – Teacher – Risk Manager

## Eye For Detail

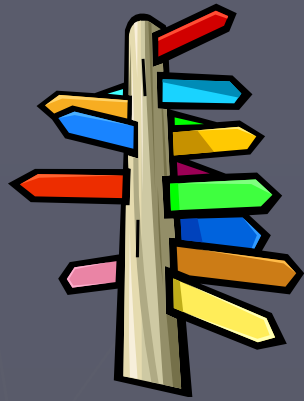
### Accurate Observations of Student' s:

- Eyes & head
  - **Eye check mirror**
- Hands & wheel
- Feet – gas, brake, dead pedal

### Accurate Observations of:

- Vehicle path and position
  - **Instructor reference points and transition pegs**
- Other HTS users
- Roadway environment





# “Directions” Summary

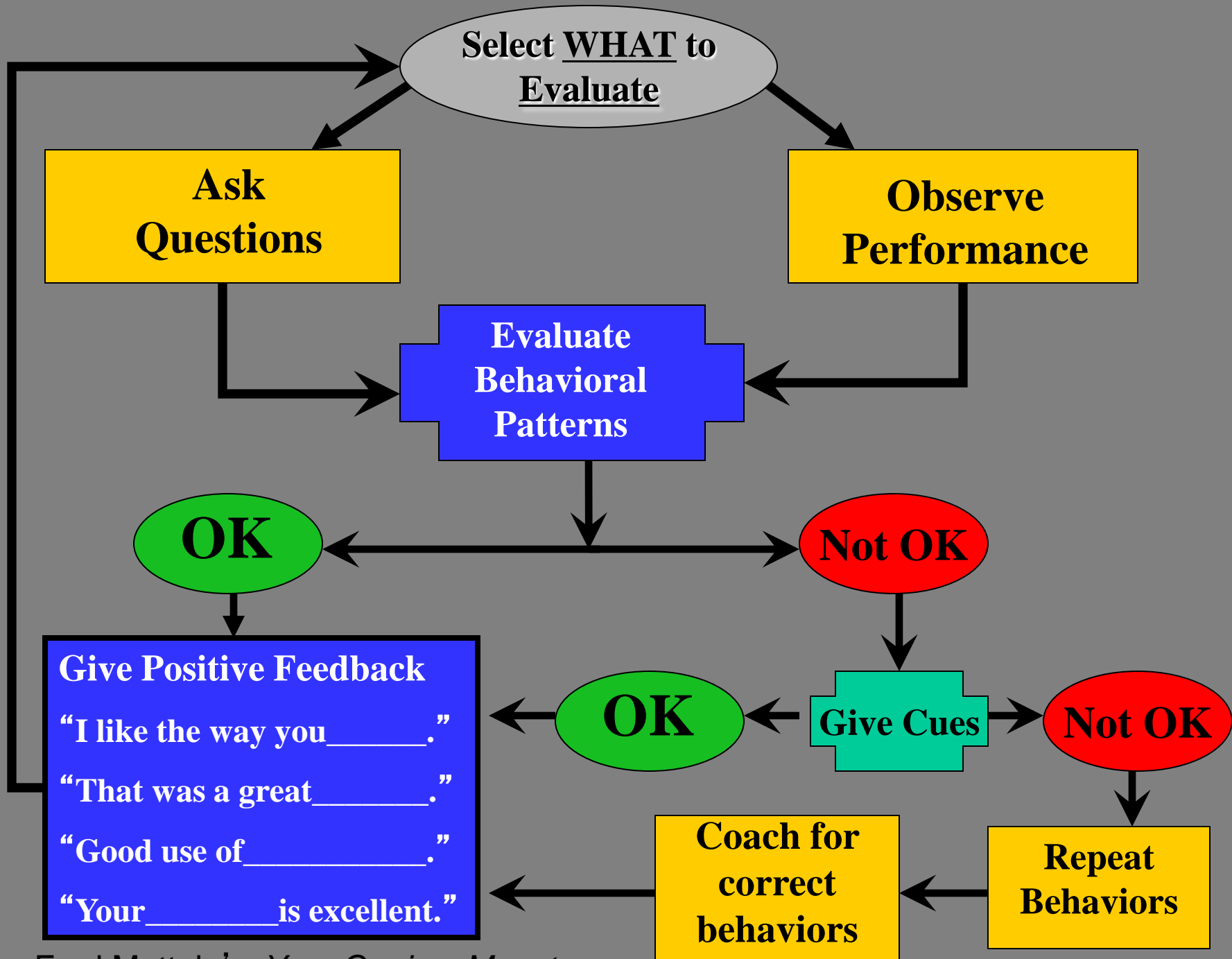
- ✓ “Where” first, then “What”
- ✓ Short/concise commands
- ✓ Easy to state and remember
- ✓ Easy to understand and follow
- ✓ Given loudly and early
- ✓ Timed for repeat if necessary
- ✓ Timed so as not to overload the driver
- ✓ Same style and similar content for every driver



# **Should Involve an Active Questioning Strategy**

- For the Driver
- For the Back Seat Observer

*Moving from Procedure to Process*



# On-Going Evaluation During the Drive

- Directly Connected to the Lesson Objectives
  - Interspersed Throughout the Lesson

The background is a textured, sepia-toned image of a vintage map. A large compass rose is visible, with a globe at its center. The map shows various geographical features and text, though it is faded and serves as a background for the title.

# **Post-Drive Follow-Up**



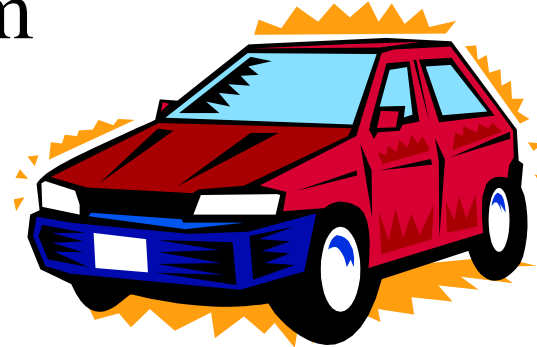
## **Acceptable criteria for rating driver performance:**

1. Decreasing risk by searching, adjusting speed or direction.
2. Not causing another driver to change speed and/or direction.
3. Reporting what was observed about the driver's behaviors.
4. Complying with traffic laws.



## **Unacceptable criteria for rating driver performance:**

1. You “feel comfortable.”
2. The driver does what you do.
3. You become frightened.
4. You compare one driver to another.
5. You tell them you would let them drive you to the store.





# Post-Drive Follow Up

- Self Evaluation
- Positive Reinforcement
- Prescription for Improvement
- What Will Happen Next Lesson
- Finish on a Positive

# Positive Feed Back to the Driver

- Must be immediate or soon after the correctly performed maneuver.
- Must be specific pointing out discrete observed behaviors
- Must be genuine and sincere





Should Have a Post-Drive  
Follow-Up Evaluation

# Parent Communication

Drive Five  
Parking Lot, Main Arterials  
Backseat Observer Activities  
Cook Book Activity #42

1. Proficient
2. Rarely needs help performing
3. Often needs help performing
4. Usually/always needs help performing

Name \_\_\_\_\_ Date \_\_\_\_\_ Car Group \_\_\_\_\_

MP	Forward & Angle Parking
	1. Before Parking
	• Check Rear Zone
	• Check Parking Space
	2. Side Position
	3. Forward Position
	4. Creep - Turn Wheel Fast
	5. Line Up With Target
	6. Straighten Car and Tires
	7. Stop At Front Reference
	8. To "Unpark"
	• Back Slowly
	• Check Traffic
	• Check All Corners
	• Clear Fender - Turn
	• Straighten Car
	• Tires Straight
	• Shift To Drive
	<b>Overall Score</b>

MP	Traffic Lights: Timing
	1. See Light In Target Area
	2. See Red Light As Closed Zone
	3. Check Rear Zone
	4. Alert Rear - Tap Brake Lights
	5. Begin Constant Braking
	6. Time Arrival Into Open Zone
	7. At 10 mph, Go or Stop
	8. Green Light, Scan Intersection
	9. Red Light, Make Smooth Stop
	10. Left Turn At Green Light
	1. Waiting For Opening
	<b>Overall Score</b>

MP	Approach Intersection
	1. See Inter. In Target Area
	2. Check The Rear Zone
	3. Select Best Lane / Position
	4. Search Left, Front, Right
	5. Speed Cont. For LOS-POTS
	6. Point-Of-No-Return
	7. Stopping: No Car In Front
	1. Staggered Stop
	2. Legal Stop
	3. Safety Stop
	8. Stopping: Car In Front
	1. See Rear Tires
	2. Delay Moving 2 Sec.
	9. Stopped In Traffic
	1. Unstable Rear Zone
	2. Identify "Sand Barrels"
	3. Communicate
	4. Know Escape Path
	<b>Overall Score</b>

MP	Rear Zone Control
	1. Use Of Mirrors
	• After Seeing Zone Ch.
	• Before & After Braking
	• Stopped In Traffic
	• Before & After Turns
	• Before & After Lane Ch
	• Use Mirrors Effectively
	2. Check Blind Spots
	• Over-Shoulder Check
	• Convex-Mirror Check
	3. Rear Zone LOS-POT Ch
	• Fast-Closing Vehicles
	• LOS Blockages
	• Tailgater Types
	• Charger
	• One Pacer
	• Habitual
	4. Awareness Of Rear Cond.
	• Open • Closed • Unstable
	5. Take Action/Cont. Rear
	6. Effective Speed / Cont. Rear
	<b>Overall Score</b>

Comments:

Parent Signature \_\_\_\_\_

Practice time since last drive \_\_\_\_\_ (min)

White copy to folder, Yellow copy Parents signature and return, Pink copy Parent keeps

MP	Approach Intersection
	1. See Inter. In Target Area
	2. Check The Rear Zone
	3. Select Best Lane / Position
	4. Search Left, Front, Right
	5. Speed Cont. For LOS-POTs
	6. Point-Of-No-Return
	7. Stopping: No Car In Front
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	1. Unstable Rear Zone
	2. Identify "Sand Barrels"
	3. Communicate
	4. Know Escape Path
	Overall Score





Check Out the DTS Website

[www.dtsconsulting.info](http://www.dtsconsulting.info)